Reflect on the data:

**Team to Teach Tool 5.3- Reflecting on the Data** (use Tool 5.1 for data resources)

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| **Question** | **Answer** | **What other info. do we need?** |
| 1. What sources of data did we examine? | Read Well Unit Assessment Data,  DIBELS Data, and attendance records | We also looked at previous year’s assessment data to determine if progress was indeed being made. |
| 2. What parts of these data really caught our attention? | The information indicated by both the DIBELS data and the Read Well Assessment data correlated to determine that lack of fluency is an area of concern for these students. Also, the data indicated that two of the students were transfer students that were not at our school for the previous school year nor the first semester of this year. | Attendance and enrollment records |
| 3. What parts of these data encourage you the most? | The parts that encourage us the most is that the students are progressing on the cognitive level that the data indicates. Gains are being made just not at the rate that is needed to be on grade-level. |  |
| 4. What parts concern you the most? | The parts that concern us the most is that the students will not progress enough to be successful at the next grade-level. However, their grades alone will not indicate this concern because they were so strong in the beginning. | The next grade-levels benchmarks and expectations |
| 5. What differences, if any, are there in grades, attendance, and behavior among our students? | Their grades have dropped significantly since the beginning of the year in the area of reading. It was noticed that those students who tend to be present most days are progressing at a much faster rate than those that have a higher number of absences and/or tardies. Lastly, their behavior seems to be unchanged accept with regard to their performance seems to become better as they seem to gain more confidence in their abilities to read. | Discipline logs, attendance records, parent conference notes, classroom observation notes, etc. |
| 6. Do some groups achieve at higher levels than others? | Again, of the ten that were targeted, those that were present at school most days seemed to be progressing at a faster rate than those that were not present and/or tardy missing some if not most of the reading lesson. |  |
| 7. Which students are not working to potential? What evidence is there that students who were given more challenging work also achieved more? | There were only two that seem to be not progressing as well as they should have been. Both of these students are currently repeating the first grade; however, their instructional needs are still found in the intensive range. Therefore, these students have been placed submitted to the Building Based Student Support Team for further interventions and possible Special Educational Testing. There was evidence that students who were allowed to sit with two instructional small groups, one being a little bit more advanced, progressed at a faster rate. This practice afforded more opportunities for practice for these students allowing them to better master targeted skills. | Classroom anecdotal records, walk to read documentations, teacher support plans, grade-level support plans, BBSST plans, etc. |
| 8. Which groups appear to need instruction more tailored to their learning styles? | We found that most of the students appeared to perform better when instruction was more tailored to their learning styles. It was determined that these students need more opportunities to blend words and sounds really focusing on accuracy and automaticity. | Grade-level meeting discussion notes, instruction observation notes, anecdotal records, etc. |
| 9. What other questions does this data raise for you? | A question that this data raises for us is that will these students really be ready for the next grade-level. Progress is being made, but is it fast enough to truly prepare them for the second grade. |  |
| 10. What are the implications for what our professional learning team should focus on this year? | **The implications found are that we should certainly focus on several aspects of data and not just one such as grades. In addition, we should continue to educate parents about how students develop differently at this age and that progress is being made in their children. We just want to stress the importance of a good foundation for our students in the area of reading and making sure they are truly ready to move forward.** |  |